DOCUMENT RESUME

ED 359 177 SP 034 620

AUTHOR Abdal-Haqq, Ismat, Comp.
TITLE Resources on Professional Development Schools: An Annotated Bibliography.
INSTITUTION Adjunct ERIC Clearinghouse on Clinical Schools, Washington, DC.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY Ford Foundation, New York, N.Y. Education and Research Div.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO ISBN-0-89333-109-0
PUB DATE 93
CONTRACT RI88062015
NOTE 70p.
AVAILABLE FROM ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle N.W., Suite 610, Washington, DC 20036-1186 ($14.50, includes shipping and handling).
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Clearinghouse Products (071)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *College School Cooperation; Demonstration Programs; *Educational Change; Educational Principles; Elementary Secondary Education; Higher Education; *Information Sources; *Inservice Teacher Education; *Preservice Teacher Education; Program Development; Program Implementation; School Restructuring; School Role
IDENTIFIERS *Professional Development Schools

ABSTRACT

The 119 annotations, as well as the other resources, that are included in this bibliography and resource guide relate to professional development schools (PDSs), professional practice schools, clinical schools, partner schools, and similar institutions. Because they are envisioned as exemplary settings where preservice, novice, and experienced teachers can hone their teaching skills and where innovations can be developed and tested, the PDS is often compared to the teaching hospital. Each is seen as playing a pivotal role in training skilled practitioners. The written sources that have been abstracted for this guide deal with a variety of topics related to PDSs: institutionalization, collaboration, definition, resource allocation, development, implementation, and evaluation. Concept papers, research reports, handbooks, bibliographies, course outlines, policy statements, and historical perspectives are represented. The appendices include lists of newsletters which frequently contain information on PDSs, audio cassette tapes of conference sessions related to PDSs, and groups or organizations that are associated with PDSs, as well as a fact sheet on the Clinical Schools Clearinghouse. (IAH)

ED359177

Resources on Professional Development Schools

an annotated bibliography

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Clinical Schools Clearinghouse
American Association of Colleges for Teacher Education
ERIC Clearinghouse on Teacher Education

SP034620

BEST COPY AVAILABLE

Resources on Professional Development Schools

an annotated bibliography

Clinical Schools Clearinghouse
American Association of Colleges for Teacher Education
ERIC Clearinghouse on Teacher Education

1993

The Clinical Schools Clearinghouse and this publication are supported by the Ford Foundation Clinical Schools Project and the ERIC Clearinghouse on Teacher Education.

The material in this publication does not necessarily reflect the views of the American Association of Colleges for Teacher Education, the Ford Foundation Clinical Schools Project, or the ERIC Clearinghouse on Teacher Education.

Cite as:
Abdal-Haqq, I. (Comp.). (1993). *Resources on professional development schools: An annotated bibliography.* Washington, DC: ERIC Clearinghouse on Teacher Education and the American Association of Colleges for Teacher Education.

Resources on Professional Development Schools: An Annotated Bibliography was written, typeset, and produced by Ismat Abdal-Haqq.

Copies may be ordered from:

ERIC Clearinghouse on Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186

Single Copy: $14.50 (includes shipping & handling)

Office of Educational Research and Improvement
U.S. Department of Education

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education under contract number RI88062015. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or DOE.

Printed in the United States of America
Library of Congress Number: 93-072338
International Standard Book Number: 0-89333-109-0

Contents

Acknowledgments v

Introduction vii

Resources on Professional Development Schools 1

Appendix 1: Resources by Publication Type & Subject Matter 45

Appendix 2: Newsletters & Other Resources 57

Appendix 3: Organizations 59

Appendix 4: Clinical Schools Clearinghouse 61

Appendix 5: Call for Literature 63
ERIC Reproduction Release Form

Acknowledgments

Production of this annotated bibliography and resource guide is the result of support and interest from many individuals and organizations. Financial support was provided by the Ford Foundation through the American Association of Colleges for Teacher Education/Ford Foundation Clinical Schools Project and by the ERIC Clearinghouse on Teacher Education.

Resources on Professional Development Schools grew out of a need, expressed by many educators involved in professional development school planning and implementation, for a convenient, comprehensive reference on available professional development schools literature. A number of these individuals contributed their own work to this bibliography.

Mary Dilworth, AACTE senior director for research and director of the ERIC Clearinghouse on Teacher Education, reviewed the draft of the bibliography and offered guidance and suggestions. Judy Beck, associate director of the ERIC Clearinghouse on Teacher Education edited the draft and facilitated production. Debbie Rybicki, administrative assistant, supplied desktop publishing advice. David Imig, AACTE chief executive officer, and Lois Lipson, ERIC abstractor and document processing assistant, were very helpful in channeling relevant documents to the Clinical Schools Clearinghouse. This publication was written, typeset, and produced by Ismat Abdal-Haqq, coordinator of the Clinical Schools Clearinghouse.

Introduction

Definitions & Characteristics

Few topics associated with the education reform movement of the 1980s have generated as much sustained interest and excitement as professional development schools (PDSs). Intense debate continues over the role that these new institutions should play in restructuring schools, renewing teacher education, and refining practice. Even the name is somewhat problematic. Several terms are currently used to refer to very similar conceptions: professional development schools, clinical schools, professional practice schools, partner schools, and professional development centers.

To add to the confusion, the history of education includes many examples of various aspects of the PDS concept. Today's PDSs reflect some components of laboratory schools, induction schools, key schools, and portal schools.

The role of the professional development school in public schooling is frequently compared to that of the teaching hospital in medical education; though some educators are cautious about accepting this analogy. However, there is general agreement about *some* of the characteristics of PDSs. First, they are collaboratives—they are designed and operated as partnerships between schools or school districts and colleges or universities. In many cases, local teachers unions are also partners. Second, PDSs are intended to be exemplary public schools, which reflect the demographic and socioeconomic realities of their settings. Third, they have, in addition to a commitment to maximizing student learning, a commitment to the professional development of new and veteran educators. Finally, PDSs are dedicated to the improvement of practice and, as a corollary, to the generation of new knowledge about educational strategies, methods, curriculum, and governance.

PDS Literature

This collection of 119 PDS-related resources deals with these issues and more. The literature, which has been abstracted, covers the problems and processes associated with institutionalization, collaboration, definition, resource allocation, development, implementation, and evaluation. It reflects the concerns of policymakers, school administrators and teachers, university personnel, and

education students. Also represented is a variety of literature types: concept papers, research reports, handbooks, bibliographies, course outlines, policy statements, and historical perspectives. In fact, the number and variety of references included is an interesting commentary on the progress of the PDS movement.

Clinical Schools Clearinghouse

This annotated bibliography was produced by the Clinical Schools Clearinghouse (CSC). In 1991, CSC was established as a component of the American Association of Colleges for Teacher Education (AACTE)/Ford Foundation Clinical Schools Project (CSP), which funded seven 3-year clinical schools pilot projects in six states to advance the development of promising clinical schools models. CSC was established to collect and disseminate information related to clinical schools, and it is jointly administered by CSP and the ERIC Clearinghouse on Teacher Education, also based at AACTE. A primary mission of CSC has been acquiring literature on PDSs and processing it for the Educational Resources Information Center (ERIC) database, the world's largest education-related database.

At CSC's beginning, in early 1991, ERIC contained fewer than 40 identifiable sources on professional development schools, and many of those sources mentioned PDSs only in passing. Most of the accessible literature at that time consisted of reports or papers that focused on the rationale for PDSs or their conceptual design. Today, the PDS literature includes numerous project descriptions, research reports, curriculum outlines, and discussions about problems and issues associated with development and implementation—reflecting the progress being made in operationalizing the PDS concept. The majority of the more than 150 PDS-related references currently accessible through the on-line and CD-ROM versions of ERIC have been processed by CSC. Most of these references are included in this bibliography.

Methodology

Identification of resources to include in this bibliography was a two-stage process. The first involved an ERIC search, using the Dialog edition of listings posted between 1966 and March 1993. Key words used in the search included *professional development schools, clinical schools, professional practice schools, partner schools, college school cooperation, and Holmes Group*. During 1991, CSC initiated the use of the term "professional development schools" as an ERIC identifier to facilitate locating PDS-related documents in the database. PDS-related documents or journal articles that entered the system prior to late 1991 are sometimes

difficult to identify unless a full-text search is done. The ERIC search for this bibliography was a full-text search, which produced approximately 150 sources, and from this number a selection was made.

The second stage in identifying sources for this bibliography consisted of selecting resources from material collected by CSC that has not yet begun ERIC processing or that, while useful, does not meet ERIC guidelines. Examples of the latter include newsletter articles, certain kinds of proposals, and documents of less than five pages.

References that include an eight-character "ED" or "EJ" number are currently part of the ERIC system. "ED" references are ERIC documents, and the full-text versions can, in most cases, be read on microfiche at over 700 locations nationally.[For information on locations, call ACCESS ERIC: (800) LET-ERIC. Order paper copies of documents from EDRS: (800)-443-ERIC).] "EJ" references are journal articles; the journals are available at most major university libraries, and reprints of most articles can be ordered fromUniversity Microfilms International,(800)732-0616. Those references that include an "SP" number were not completely processed at the time of publication, but they should become a part of the system shortly. In cases where no "ED," "EJ," or "SP" number is included, the material either does not meet ERIC guidelines or processing had not begun at the time of publication. For most of these materials, availability information is supplied.

Contents

Annotations of each reference are arranged alphabetically and numbered consecutively. Appendix 1 is a chart that indexes each numbered annotation by publication type and/or subject matter. The appendices also include: a list of newsletters that frequently contain information on PDSs (Appendix 2); a list of groups and organizations that are involved with PDSs (Appendix 3); a fact sheet on the Clinical Schools Clearinghouse (Appendix 4); and a call for PDS-related literature and an ERIC reproduction release form to facilitate inclusion of material in the ERIC system (Appendix 5).

1

Abdal-Haqq, I.(Comp.). (1992). *Professional development schools. A directory of projects in the United States.* Washington, DC: American Association of Colleges for Teacher Education. Available from AACTE Publications; One Dupont Circle, NW, Suite 610; Washington, DC 20036. $15 (AACTE members), $18 (nonmembers), plus $2 shipping & handling. SP034291

Findings from a national survey of professional development schools (PDSs), professional practice schools, clinical schools, professional development centers, and partner schools indicate that more than 125 such schools have been established since 1986. In the directory are individual profiles of 80 of these schools. The profiles include information on location and contacts, funding, collaborative partners, and consortia affiliations. The profiles also include data on program features that relate to collaboration; preservice, beginning, and inservice teacher development and activities; and multicultural issues. Among the appendices are the survey data collection form, a summary of survey data, and a bibliography of sources related to projects listed in the directory.

2

Abdal-Haqq, I. (1992). Professional development schools: An annotated bibliography of selected ERIC resources. *Journal of Teacher Education, 43*(1), 42-45. EJ446602

This annotated bibliography of resources from the Educational Resources Information Center (ERIC) features journal articles, reports, and project descriptions related to conceptualizations, planning, implementation, and evaluation of professional development schools.

3

Abdal-Haqq, I. (1992). *Professionalizing teaching: Is there a role for professional development schools? ERIC Digest 91-3.* Washington, DC: ERIC Clearinghouse on Teacher Education. ED347153

Professionalizing teaching is often seen as a key component in improving teaching and learning in American schools. However, because of the nature of teaching and the context in which it is performed, there is disagreement about whether professionalization of teaching is the best way to improve teaching and the condition of teachers. The professional development school might contribute to professionalizing teaching by providing practical experience

in exemplary settings for beginning teachers, inspiring public confidence in teacher preparation, and providing a setting in which many of the features associated with traditional professions, but missing from teaching, can be developed, tested, refined, and disseminated.

4

Abdal-Haqq, I. (1991). *Professional development schools and educational reform: Concepts and concerns. ERIC Digest 91-2.* Washington, DC: ERIC Clearinghouse on Teacher Education. ED335357

In this overview of the professional development school (PDS), the author outlines the PDS mission, rationale, and place in teacher education reform. The digest gives characteristics commonly associated with PDSs and briefly relates some of the potential problems faced in establishing them.

5

Abdal-Haqq, I. (1989). *The nature of professional development schools. ERIC Digest 4-89.* Washington: ERIC Clearinghouse on Teacher Education. ED032239

Three major purpose have been proposed for professional development schools: (1) to improve education of prospective and practicing teachers; (2) to strengthen knowledge and practice in teaching; and (3) to strengthen the profession of teaching by serving as models of promising and productive structural relations. This digest explores the proposed purposes of these schools, discusses some of the literature that provided the conceptual base for these proposals, and presents some critiques of various aspects of professional development school proposals.

6

American Association of State Colleges and Universities. (1992). *Teacher education for the twenty-first century. An agenda for improving teacher education. Washington,* DC: Author. SP034396.

This report documents deliberations and a proposal for improving teacher education that emerged from the "Teach America I" conference. Conference participants were teams of educators from 35 selected member institutions of the American Association of State Colleges and Universities (AASCU) who met to consider teacher education reforms that are needed to better prepare K-12 teachers for the challenges of teaching in the 21st century. Four

components of the AASCU strategy are discussed: recruitment, initial professional education, lifelong development, and infrastructures. The lynchpin of the proposed teacher preparation program is the professional school of education that will have clinical schools as an integral part of its program.

7

Anderson, C. R. (Ed.). (1992). *Voices of change: A report of the Clinical Schools Project.* Washington, DC: American Association of Colleges for Teacher Education. Available from AACTE Publications, One Dupont Circle, NW, Suite 610; Washington, DC 20036. ($15 plus $2 shipping & handling). SP034283

This report on the Ford Foundation Clinical Schools Project relates outcomes, experiences, and observations of program participants. The voices of student teachers and interns, school and college faculty, and administrators and evaluators are heard. Seven university/school district/teachers union collaboratives in six states designed and implemented experimental clinical training programs. Included in the monograph are: project descriptions; selection criteria for school sites, clinical faculty, and interns; outline of training components for clinical trainers and preservice teachers; and documentation and evaluation activities.

8

Ariza-Menendez, M. (1992, April). *Interns' assessment of teachers: Perceived usefulness of developmental feedback.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. SP034034

This study focuses on interns' (N=58) assessment of their clinical supervisors and of the usefulness of the developmental feedback from the supervisors. Both interns (preservice teachers) and clinical supervisors (experienced classroom teachers) participated in the Ford Foundation Clinical Supervision Program, based at five Dade County (FL) clinical training centers. The report includes a description of the program's components, which include structured inservice training for teacher interns and clinical supervisors.

9

Barbour, N. B., & Bersani, C. U. (1991). The campus child center as a professional development school. *Early Childhood Research Quarterly, 6*(1), 43-49. EJ426234

This article provides a historical perspective on campus child care, discusses the Holmes Group agenda, considers the potential for campus child care centers becoming professional development schools (PDSs), and relates results of a case study that illustrates the Kent State University Child Development Center's potential as a PDS.

10

Bauer, N. J. (1991, April). *Professional development schools: A reflective analysis.* Paper presented at the Annual Spring Conference of the New York State Foundations of Education Association, Binghamton, NY. ED338567

In broad outline and from a reflective perspective, this paper examines the major attributes of professional development schools (PDSs). The author explains briefly the concept of reflection employed in the examination, applies it to an analysis of PDSs, and considers three likely implications that efforts to establish PDSs have for foundations of education.

11

Brainard, F. (1989). *Professional development schools: Status as of 1989. Occasional paper no. 9.* Seattle, WA: University of Washington, College of Education, Institute for the Study of Educational Policy. ED338568

This study examined the progress made toward restructuring teacher education in exemplary school settings or professional development schools (PDS). The report consists of 5 sections: (1) A review of recent PDS-related literature; (2) a description of the study methodology, including the interview protocol design, and the sites selected for consideration; (3) an analysis of general program characteristics; (4) a presentation of the 14 criteria or necessary elements of a PDS and an analysis of the data; and (5) a brief commentary on the findings.

12

Broyles, I. L. (1990). *Teachers for Secondary Schools Program handbook*. Gorham, ME: College of Education, University of Southern Maine. ED329536

The Teachers for Secondary Schools Program (TSSP) is a 1-year intensive preparation and certification program that utilizes clinical training schools for program planning and delivery. This handbook outlines TSSP policies, activities, and duties for interns, site coordinators, cooperating teachers, principals, and university supervisors and instructors.

13

Buckley, P. K., Williamsom, J. A., & Elliott, T. A. (1991, November). *Four models of clinical supervision in Virginia.* Paper presented at the Annual National Conference of the National Council of States on Inservice Education, Houston, TX. ED348336

Four 3-year pilot projects to develop clinical faculty programs in schools by providing training to cooperating teachers to improve supervision of student teachers were funded by the Virginia Department of Education. The colleges involved included Virginia Tech University, Hollins College, Hampton University, Christopher Newport College, University of Virginia, and Lynchburg College. This evaluative study report describes selection, training, and rewarding of teachers; funding; impact of the clinical faculty model on school divisions; and similarities and differences among the models. Appendices include outlines of each program's goals, objectives, and outcomes; a description of program components; and a copy of the "Clinical Faculty Questionnaire" used in conducting the study. Results indicate that the clinical faculty programs improved the quality of the student teacher experience at the participating institutions.

14

Carnegie Forum on Education and the Economy. (1986). *A nation prepared: Teachers for the 21st century.* Washington: Author. ED268120

This report argues that if the United States is to have a vibrant democracy, avert the growth of a permanent underclass, and have a high-wage economy, schools must graduate the vast majority of students with high achievement levels long thought possible only

for a privileged few. An integrated plan is presented for restructuring schools, upgrading the status of teachers, and redesigning the education of teachers. This plan includes creation of clinical schools that would serve as sites for the clinical education of teachers.

15

Case, C. W., Norlander, K. A., & Reagan, T. G. (1993). Cultural transformation in an urban professional development center: Policy implications for school-university collaboration. *Educational Policy, 7*(1), 40-60.

In this article, the authors explore the nature of the public school-university relationship as an illustration of cultural interaction and transformation. Barriers to collaborative cultural interaction and transformation were largely overcome in an urban professional development center (PDC) described by the authors. The Hartford PDC provides a clinical training site for preservice students and interns from the University of Connecticut. The preservice program is outlined, and the policy issues that have driven the program's design are examined.

16

Caslova, A., Sims, A., Staples, B., Zietlow, K., Jackson, N., & Perry, J. (1992). Teachers tell the truth about school change. *Instructor, 101*(2), 24-34. EJ443826

This article provides an overview of several major themes in the reform movement and how changes brought about by school restructuring affect practicing teachers. Topics include: teacher empowerment, site-based management, knowledge-work enterprise, school-university collaboration, professional development schools, whole language instruction, and technology.

17

Changing the profession. (1992). *Teacher Magazine*, *3*(8), 38-41. EJ447932

Organizations, foundations, and individuals are concentrating their energies on making teaching a true profession. They are seeking changes in the way teachers are prepared, how they are evaluated and certified, their continuing professional development, and their compensation and working conditions.

18

Clark, R. J., & LaLonde, D. E. (1992). A case for department-based professional development sites for secondary teacher education. *Journal of Teacher Education, 43*(1), 35-41. EJ446601

The experiences of the University of Massachusetts at Amherst with a collaborative, internship-based secondary teacher education program—Math English Science Technology Project (MESTEP)—and the university's collaboration with a high school science department illustrate the potential of department-based collaboration to achieve the goals of the professional development school.

19

Clark, R. W. (1992). *Partner schools directory*. Seattle, WA: Center for Educational Renewal. Available from the Center for Educational Renewal; College of Education; University of Washington; Seattle, WA 98195. SP034421

Partner schools provide: (1) an exemplary K-12 education setting, (2) internships and other educational experiences for prospective teachers and administrators, and (3) continuing education for members of the profession. Profiles of partner schools that participate in the National Network for Educational Renewal are collected in this directory. Information on each partner school includes: school name, address, phone number, and principal's name; school district; name, address, and phone number for the university contact person; scope of mission; governance; and funding.

20

Clark, R.W. (1990). *What school leaders can do to help change teacher education.* Washington, DC: American Association of Colleges for Teacher Education. ED335302

This booklet provides an overview of ways in which school leaders can make a significant difference in the education of educators. Six tasks are outlined, including collaboration with colleges and universities in establishing professional development centers.

21

Darling-Hammond, L.(Ed.). (in press). *Professional development schools: Schools for developing a profession.* New York: Teachers College Press.

Case studies of operating professional development schools are the focus of this volume of papers. The essays include: "Developing Professional Development Schools: Early Lessons, Challenges, and Promise," Linda Darling-Hammond; "What Do Professional Development Schools Do?," Linda Darling-Hammond, Cynthia Adams, Barnett Barry, and Jon Snyder; "Wells Junior High School: Evolution of a Professional Development School," Lynn Miller and David Silvernail; "In Pursuit of a Dual Agenda: Creating a Middle Level Professional Development School," Pamela Grossman; "Permission, Persistence, and Resistance: Linking High School Restructuring with Professional Development and Teacher Education Reform," Betty Lou Whitford; "Perils and Potentials: A Tale of Two Professional Development Schools," Jon Snyder; "Professional Development in Action: An Idea with Visiting Rights," Jean Lythcott and Frank Schwartz; "The Los Angeles Professional Practice School: Impact of Teacher Education on Staff Development," Johanna Lemlech, Hillary Hertzog-Foliart, and Arlene Hackl; "Creating Professional Development Schools in South Carolina: Issues of Policy and Practice," Barnett Berry and Sally Catoe; and "Change for Collaboration and Collaboration for Change," Sharon Robinson and Linda Darling-Hammond.

22

Darling-Hammond, L., Gendler, T., & Wise, A. (1990). *The teaching internship. Practical preparation for a licensed profession.* Santa Monica, CA: Rand Corporation. ED326512

Standards for teaching internship programs are the focus of this report. Improvement of practical preparation of teachers is the rationale for such programs. The proposed standards are designed to be incorporated into state licensing systems. Material is arranged in four sections: "The Case for a Supervised Teaching Intership," "Internships in the Licensed Professions," "Standards for an Internship Program," and "Implementing the Internship: The Value of Clinical Schools."

23

Darling-Hammond, L. (1989). Accountability for professional practice. *Teachers College Record, 91*(1), 59-80. EJ398426

The author explores, within the context of professional development schools, the contributions of educator professionalism to school accountability.

24

Del Prete, T. (1990). *Anna Maria College-Calvin Coolidge School professional development school guidebook.* Paxton, MA: School of Education, Anna Maria College. SP033930

The Coolidge Professional Development School is a joint effort of Anna Maria College (MA) and Coolidge Elementary School that seeks to meaningfully incorporate the voices of teachers in teacher education and professional development. This guidebook includes: (1) background on the professional development school (PDS); (2) a summary of beliefs and assumptions about teaching-learning, teacher preparation, and ongoing professional development; (3) an outline of roles and responsibilities of the PDS personnel; (4) benefits of the program; (5) an evaluation plan; (6) an overview of the teacher preparation program; and (7) a description, sample semester schedule, and sample day schedule of the weekly professional day activities. The appendices include information on PDSs in Massachusetts; school-university issues to consider in forming PDSs; a timeline from the 1990 grant proposal; and some notes on clinical methodology and the teaching-learning concept.

25

Dixon, P. N., & Ishler, R. E. (1992). Acceptable approaches to alternative certification. *Teacher Education & Practice, 8*(1), 29-35.

Two approaches to alternative certification are discussed in this article: alternative routes to certification and alternatives to certification. A third approach to nontraditional routes for teacher certification recognizes the importance of providing opportunities for nontraditional students to enter the teacher workforce and clinical settings, such as professional development schools, as a component of teacher education.

26

Dixon P. N., & Ishler, R. E. (1992). Professional development schools: Stages in collaboration. *Journal of Teacher Education, 43*(1), 28-34. EJ446600

Six developmental stages of collaboration—formation, conceptualization, development, implementation, and termination/reformation—form the framework for this description of the implementation of professional development schools at the University of South Carolina, Columbia. Factors that promote and inhibit the change process and collaborative process are discussed.

27

East Longmeadow School District, & University of Massachusetts at Amherst, School of Education. (1991). *Mentoring handbook.* Amherst, MA: Author. ED338571

Designed for mentor teachers, this handbook provides guidelines on the mentoring process and is based on the individual and collective experiences of mentors in the East Longmeadow (MA) High School clinical site program. This site, East Longmeadow/ University of Massachusetts Professional Development School, is a collaborative effort begun in 1985 with the ultimate goal of transforming the clinical site into the equivalent of a teaching hospital for preservice teachers. Birchland Park Middle School later became a part of the clinical site.

28

East Longmeadow School District, & University of Massachusetts at Amherst, School of Education. (1989). *A casebook on school-based mentoring. Secondary teacher education program.* Amherst, MA: Author. ED338573

At the heart of the secondary teacher education collaboration between the East Longmeadow School District (MA) and the University of Massachusetts (Amherst) are the faculty of East Longmeadow High School and Birchland Park Middle School, who have prepared to be mentors for student teachers. In this volume, these mentors reflect on their experiences as mentors and with the process of developing a professional development school. In addition, the casebook contains statements by others associated with the clinical site: university faculty, a school district administrator, principals, and student teacher interns.

29

Epperly, E. W., & Preus, N. (1989). *Teacher empowerment: An unanticipated benefit from a clinical schools approach to teacher education.* Unpublished paper, Luther College, Decorah, IA. ED344848

This paper describes a clinical model for secondary preservice field experience implemented by Luther College (IA) and Decorah (IA) Public Schools. The model, which shifts instructional methods coursework and student teaching to a public school that consciously identifies itself as a teacher training institution, is designed to enhance both the inservice and preservice teacher's sense of empowerment.

30

Fear, K. L., Edwards, P. A., & Roehler, L. (1991, December). *A critical analysis of collaboration within professional development schools.* Paper presented at the Annual Meeting of the National Reading Conference, Palm Springs, CA. ED343083

This study examines the dynamics of the exchange of knowledge frames that leads to empowering participation for teachers and researchers, in the context of an elementary professional development school. Results indicate that, from the start of the association between school faculty and university researchers, teachers and researchers were not equal. The findings also suggest that researchers need to understand local school cultures and that teachers and researchers need to learn how to become colearners and to participate in cogenerative dialogue.

31

Field, T. T. (1991, March). *Toward a shared vision of education reform: Establishing professional development schools.* Draft. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, GA. ED337426

In this paper, the author describes the issues, strategies, activities, and interactions associated with establishing six professional development schools (PDSs) in West Virginia as part of the Benedum Project. This collaborative project is a school-university partnership between West Virginia University and local school districts. Included among the appendices are belief statements that guide PDS activities, the application to become a site, and site-selection criteria.

32

Field, T. T. (1990, April). *Establishing professional development schools: Forging school/university partnerships in West Virginia.* Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA. ED325272

This paper describes the development and implementation of a plan to establish six professional development schools as a result of a collaboration between West Virginia University and school districts in four West Virginia counties.

33

Finney, Joni E. (1992). *At the creative crossroads: Linking teacher education to school reform*. Denver, CO: Education Commission of the States. Available from ECS Distribution Center, 707 17th St., Suite 2700, Denver, CO 80202-3427. (No. TE-92-1, $5)

The findings presented in this report are based on data collected from intensive interviews with participants in 25 statewide dialogues about teacher education which were sponsored by the Education of the States (ECS). The report focuses on themes that emerged in the dialogues and suggests ways in which renewal in teacher education can be advanced. Establishing clinical schools or professional development schools was one of the six topics considered by dialogue participants.

34

Goodlad, J. I. (1993). School-university partnerships and partner schools. *Educational Policy, 7*(1), 24-39.

This article discusses the preservice teacher education role of professional development schools (PDSs) in the context of school-university partnerships; the symbiotic nature of these partnerships; the genesis and nature of the National Network for Educational Renewal's partner school conception of PDSs; progress thus far in efforts to develop the conception; and some of the major issues and problems associated with this effort.

35

Goodlad, J. I. (1991). A study of the education of educators: One year later. *Phi Delta Kappan, 73*(4), 311-316. EJ435787

This article reviews some of the reactions and responses to *Teachers for Our Nation's Schools* and the two companion

volumes, which reported the conclusions and recommendations of *A Study of the Education of Educators*. This review serves as background to the author's discussion of the process of establishing the highly publicized, eight pilot sites that are attempting to implement many of the recommendations found in *Teachers for Our Nation's Schools*. The article concludes with an outline of five of the challenges that face the pilot sites and similar efforts.

36

Goodlad, J. I. (1990). *Teachers for our nation's schools.* San Francisco: Jossey-Bass. ED330655

A 5-year study of teacher education and the institutional and regulatory context in which it is conducted reveals that several conditions undermine teacher education. These conditions include: low prestige of education departments; pre-eminence among teacher educators of scholarly publishing over teaching; and stifling, state-mandated curricula and credentialing requirements. Nineteen postulates, or presuppositions, are proposed regarding the conditions that will need to be in place to attract, prepare, and retain able, dedicated teachers. The postulates focus on expectations for institutions that educate educators, selection of students, state licensing of teachers, clinical training of teachers, university/school district collaboration, and teacher education curriculum.

37

Goodlad, J. I. (1990). Why our schools don't get much better—And how they might. *Teacher Education Quarterly, 17*(4) 5-21. EJ422104

Improving our schools involves reconstruction of two interacting ecologies—that of the total array of educating institutions and that of the formal system of schooling. There is a need to link teacher education and schools simultaneously in improvement.

38

Goodman, J. (1988). University culture and the problem of reforming field experiences in teacher education. *Journal of Teacher Education, 39*(5), 45-51. EJ384752

Four cultural conditions within universities impede significant reform of field experiences in teacher education: lack of resources, low status, fragmented curriculum, and professional perspectives

of teacher educators. Recommendations are made for altering the purpose of field experiences to include more than the acquisition of technical competency.

39

Gottesman, B. (1992). *Professional development schools in South Carolina: Partners in John Goodlad's initiative to renew teacher education.* Rock Hill, SC: South Carolina Center for the Advancement of Teaching and School Leadership. Available from South Carolina Center for the Advancement of Teaching and School Leadership; 311 Breazeale, Winthrop College; Rock Hill, SC 29733. $2.

This guide to national and state reform and renewal efforts includes descriptions of 70 restructuring schools and a database of curricular and governance changes.

40

Gottesman, B., Norton, J., & Berry, B. (1993). *Changing South Carolina's schools: A resource guide for schools and communities creating a new vision of public education.* Rock Hill, SC: South Carolina Center for the Advancement of Teaching and School Leadership. Available from South Carolina Center for the Advancement of Teaching and School Leadership, 311 Breazeale, Winthrop College; Rock Hill, SC 29733. $20.

The Center for School Leadership, a South Carolina state-funded entity, which assists restructuring schools and teacher education colleges, works with 103 restructuring associate and partner schools, each of which has a college and business partner. These schools are listed in this guide. One of the 15 national Goodlad sites to renew teacher education is among the Center's affiliates. Descriptions of 20 professional development schools, called partner schools, are included, as well as criteria used in their selection.

41

Hawley,W. D. (1990).*The prospects for collaboration between schools and universities to improve American education.* Unpublished paper, Peabody College, Vanderbilt University, Nashville, TN. ED330642

Collaboration between schools and institutions of higher education (IHE) is usually effective only when values are shared and

mutual dependencies are recognized. These conditions are uncommon. This paper discusses the elements required to construct a strong foundation for collaboration, forces that might encourage more effective collaboration, and potential impediments to school-IHE collaboration.

42

Holmes Group. (1990). *Tomorrow's schools: Principles for the design of professional development schools.* East Lansing, MI: Author. ED328533

The professional development school (PDS) is an effort to invent an institutional coalition that will bring together universities, schools of education, and public schools. This report urges the creation of a relatively small number schools, professional development schools, designed to be the focus of professional preparation for teaching, school research, and the improvement of teaching. Six principles are offered on how PDSs should organize themselves. The rationale for creating a network of PDSs and the relationship of these schools to educational reform are discussed. The report concludes by suggesting what Holmes Group universities should do to make a start in establishing PDSs.

43

Holmes Group. (1986). *Tomorrow's teachers: A report of the Holmes Group.* East Lansing, MI: Author. ED270454

The Holmes Group, a consortium of representatives from leading research institutions that are involved in teacher education, is organized around the twin goals of reform of teacher education and reform of the teaching profession. Specific objectives of the group are to: (1) make the education of teachers intellectually more solid; (2) recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work; (3) create standards of entry into the profession, examinations and educational requirements that are professionally relevant and intellectually defensible; (4) connect the group's institutions with schools; and (5) make schools better places for teachers to work and learn. Proposals include creation of a network of professional development schools.

44

Hopkins, S., & Moore, K.D. (1989, July). *Professional development schools: An exploratory approach*. Paper presented at the conference of the Northwest Association of Teacher Educators, Tacoma, WA. ED311021

Recent studies on school improvement have urged the formation of partnerships between public schools and universities to better prepare teachers for the nation's schools, and have suggested that this alliance would encourage reform in public schools and universities. One area of emphasis in this suggested reform network is the creation of clinical school settings, professional development schools, where prospective teachers can learn the best in research and practice. This paper explores possible characteristics of professional development schools. Results are reported from a survey of 300 teacher educators, who were asked to indicate the relative importance of 12 PDS components and to identify the teacher preparation areas with the greatest need for attention.

45

Jacobson, F. (1992). An annotated guide to university/school collaboration in enhancing teaching. *Teaching Education*, 4(2), 177-191. EJ450890

Sixty-eight sources related to collaboration between schools and universities are given. Topics include: professional development schools, clinical teacher education, school restructuring, educational reform, and teacher preparation.

46

Jett-Simpson, M., Pugach, M. C., & Whipp, J. (1992, April). *Portrait of an urban professional development school.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. ED351285

In this discussion of an urban professional development school (PDS) partnership between Milwaukee Public Schools (WI) and University of Wisconsin-Milwaukee, the authors document changes made and experienced by teachers related to moving from an ineffective basic skills approach to reading, in a school context focused on student deficits, to an approach to literacy that emphasizes experimentation, growth, and risk-taking as part of school culture. Findings from a study of 34 teachers are reported on

patterns of teacher change, schoolwide change, and student change.

47

Kennedy, M. M. (1990). Professional development schools. *NCRTE Colloquy, 3*(2). ED326516

This issue features a review of the edited volume, *Building a Professional Culture in Schools*, and an interview with Charles Thompson, associate dean for clinical studies at Michigan State University's College of Education. The book reviewed focuses on the movement to professionalize teaching and the need to alter school cultures to accomplish this goal. The interview, "On the Development of Professional Development Schools," presents the idea that professional development schools are more than sites for preparing new teachers. They are also settings for creating a new kind of education that reflects the kind of teaching and learning needed to respond to the social, demographic, and econmic realities of late 20th- and 21st-century America.

48

Kennedy, M. M. (1989). *Policy issues in teacher education.* East Lansing, MI: National Center for Research on Teacher Education. ED326538

Three issues are explored in this paper: recruitment of teachers who reflect the diversity of the student population; raising the intellectual calibre of teachers; and improving classroom practice. Two proposals that relate to improving classroom practice are considered: developing effective induction programs and encouraging the growth of professional development schools.

49

Kern, S. J., Digby, A. D., & McDavis, R. J. (1991). A professional development school: Getting started. *GATEways to Teacher Education, 4*(1), 13-19. EJ442267

This article describes how the College of Education at the University of Arkansas (Fayetteville) initiated partner school relationships with three local school districts; outlines the partnership's activities and research projects; and discusses future initiatives, including establishment of a professional development school.

50

King, I. L., Daeufer, C. J., Chun, J., Shigezawa, E., Musto, J. N., Burrows, C., & Casayuran, A. (1993, February). *Working Together Toward Excellence in Teacher Education.* Paper presented at the 73rd Annual Meeting of the Association of Teacher Educators, Los Angeles, CA. SP034391

Working Together Toward Excellence in Teacher Education (WTTETE) is a joint program of the Hawaii State Department of Education and the Division of Field Services of the University of Hawaii at Manoa. The program is designed to improve the quality of field experiences for students in the college of education by improving the quality of supervision provided by cooperating teachers and college coordinators. Among the schools that participate in WTTETE are several partnership schools, and it is a program goal to create additional partnership schools. This paper provides details on program objectives and the progress made in achieving these objectives. Also included are course outlines, as well as discussions on evaluation procedures, research, and recruitment.

51

King, I. L., & Smith, J. R. (1990). *The role of the partnership school in the undergraduate teacher training program at the University of Hawaii.* Unpublished paper, College of Education, University of Hawaii, Honolulu, HI. ED330643

The Hawaii School/University Partnership, a participant in the National Network for Educational Renewal, is described. This paper discusses partnership school features; roles of of university and school staff; difficulties in establishing secondary level partnership schools; selection of school sites; and advantages and problems for the college, college coordinator, classroom teacher, and the school.

52

Klausmeier, R. L. (1990). Four decades of calls for reform of teacher education: The 1950s through the 1980s. *Teacher Education Quarterly, 17*(4), 23-64. EJ422105

This article examines leading proposals from the past 4 decades, the 1950s through the 1980s, for the reform of teacher education and suggests guidelines for determining the inherent worth and

substance of teacher education reform proposals.

53

Knight, S., Wiseman, D., & Smith C. W. (1992). The reflectivity-activity dilemma in school-university partnerships. *Journal of Teacher Education, 43*(4), 269-277. SP521852

Universities and schools differ in their orientations toward the role of reflectivity and activity in collaborative restructuring efforts. This article describes and compares three models of school-university partnerships in relation to factors that may affect the balance of reflectivity needed for successful collaboration. One of the models is the Texas Tech University professional development school collaborative.

54

Koerner, M. E. (1992). The cooperating teacher: An ambivalent participant in student teaching. *Journal of Teacher Education, 43*(1), 46-56. EJ446603

Inductive analyses of the journals of eight elementary, cooperating teachers revealed several consequences of having student teachers, including: interruption of instruction, teacher displacement, disruption of classroom routine, breaking teachers' isolation, and shifting teachers' time and energy.

55

Labaree, D. F. (1992). Doing good, doing science: The Holmes Group reports and the rhetoric of educational reform. *Teachers College Record, 93*(4), 628-641.

The two major reports of the Holmes Group—*Tomorrow's Teachers* and *Tomorrow's Schools*—contain sharply contrasting rhetorics: the rhetoric of democratic values and scientistic rhetoric. Critical analysis of the two suggests that the contrast highlights the contradictory tendencies embedded in the reform movement.

56

Lakebrink, J. M. (1991, February). *Teacher preparation in professional development schools.* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, GA. ED330689

This paper discusses the planning and first-year implementation

of the DePaul-Glenview Teacher Education Program. Coursework and clinical experiences are described for the graduate students who participated in this alternative certification program, which culminates in a Master of Arts degree. The clinical component includes a 1-year internship and a 2-year residency. The program was jointly implemented by DePaul University (IL) and Glenville School.

57

Lange, D. L. (in press). Professional development schools and teacher education: Policies, problems, and possibilities. In M. Guy (Ed.), *Teachers and teacher education: Essays on the National Education Goals.* Washington, DC: ERIC Clearinghouse on Teacher Education and the American Association of Colleges for Teacher Education.

Professional development schools (PDSs) are discussed within the context of teacher development history and the current educational reform and school restructuring environment. As background to the discussion, the relationship of laboratory schools and portal schools to the PDS concept is explored. Different definitions and conceptualizations of the PDS are examined: professional practice schools, clinical schools, and partner schools. This chapter concludes with identification and analysis of several "problems and possiblitities" associated with establishing PDSs.

58

Lasley, T. J. (1992). Education's "impossible dream": Collaboration. *Teacher Education and Practice, 7*(2), 17-22. EJ446574

Collaboration between K-12 schools and universities or between colleges of education and colleges of arts and sciences is not possible because certain principles or conditions of practice are not present. Shared goals, shared power, and similar needs are not sufficiently pervasive to make collaboration possible in many institutional situations.

59

Lasley, T. J., Matczynski, T. J., & Williams, J. A. (1992). Collaborative and noncollaborative partnership structures in teacher education. *Journal of Teacher Education, 43*(4), 257-261. SP521851

In contrast to noncollaborative relationships, collaborative

partnerships have low role certainty, high work intensity, and personal and institutional interdependence. The Dayton Science Project, a university/school/community partnership—which includes Dayton, Ohio Public Schools, and University of Dayton—to redesign and test K-12 science curriculum at six professional development schools, is discussed. Collaborative partnerships are likely to become more common in education.

60

Lawson, H. A. (1990). Constraints on the professional service of education faculty. *Journal of Teacher Education, 41*(4), 57-70. EJ423819

Increases in external services performed by faculty are integral to the reform agendas for K-12 schools and departments, colleges, and schools of education. Calling for increased external service and collaboration will not by itself achieve this intended outcome. First, we need to understand the constraints that limit faculty service. Five factors that constrain service are identified, and the implications of these factors are explored in light of the diversity among education faculty and their colleges and universities.

61

Lemlech, J., & Hertzog-Foliart, H. (1992, April). *Restructuring to become a professional practice school: Stages of collegiality and the development of professionalism.* Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA. SP034061

In this paper, the focus is on how collegiality was initiated and nurtured among project participants in the Norwood -University of Southern California Professional Practice School. This paper briefly describes and presents findings from an ongoing study of collegiality in an elementary teacher preparation program.

62

Lemlech, J., Hertzog-Foliart, H., & Hackel, A. (1992, April). *The Los Angeles professional practice school: Impact of teacher education on staff development.* Paper presented at the Annual Meeting of the American Educational Research Association, San, Francisco, CA. ED351288

In this paper, the authors address issues and perspectives associated with three major emphases of the restructuring efforts of the

Norwood-University of Southern California Professional Practice School project: the study of teaching, teacher decision making, and teacher professionalism. Additional topics include: a problem-solving clinic for student teachers, teacher empowerment, teacher assessment, student assessment, cooperating teacher recruitment, time, and the effect of the professional practice school on practices in the school and in the university's preservice education program.

63

Levine, M. (Ed.). (1992). *Professional practice schools: Linking teacher education and school reform.* New York: Teachers College Press. SP033957

These essays focus on the rationale for professional practice schools and issues associated with their implementation: (1) "A Conceptual Framework for Professional Practice Schools," Marsha Levine; (2) "Child as Meaning Maker: The Organizing Theme for Professional Practice Schools," Ellen M. Pechman; (3) "Establishing Professional Practice Schools for Teachers," Mary M. Kennedy; (4) "Accountability for Professional Practice," Linda Darling-Hammond; (5) "Teacher Development in Professional Practice Schools," Ann Lieberman and Lynn Miller; (6) "Institutional Standards-Setting in Professional Practice Schools: Initial Considerations," Holly M. Houston; and (7) "Professional Practice Schools in Context: New Mixtures of Institutional Authority," Barbara Neufeld.

64

Levine, M. (Ed.). (1990). *Professional practice schools: Building a model, vol. 2.* Washington, DC: American Federation of Teachers. ED324299

This collection of papers addresses three important aspects of professional practice schools: student learning, teacher development, and implementation issues related to collaboration among institutions and state policy environment. The papers include: (1) "The Child as Meaning Maker: The Organizing Theme of Professional Practice Schools," Ellen M. Pechman; (2) "Teacher Development in Professional Practice Schools," Ann Liberman and Lynne Miller; (3) "Professional Practice Schools in Context: New Mixtures of Institutional Authority," Barbara Neufeld; and (4) "Afterward: A Look at Professional Practice Schools with an Eye toward School Reform," Marsha Levine.

65

Levine, M. (Ed.). (1988). *Professional practice schools: Building a model.* Washington, DC: American Federation of Teachers. ED313344

This report summarizes the discussions of a task force that focused on the concept of professional practice schools. These schools are public schools that are structured, staffed, and supported to achieve three goals: student achievement, teacher induction, and support of research directed at the continuous improvement of practice. The professional practice school should be developed as a collaborative institution with a function similar to that of a medical teaching hospital. Three papers are presented, focusing on issues of accountability, curriculum, and standards for professional practice schools. An additional paper provides background for the conceptual framework.

66

Lieberman, A., & Miller, L. (1990). Teacher development in professional practice schools. *Teachers College Record, 92*(1), 105-122. EJ415847

Professional practice schools are considered as contexts for the continuing professional development of experienced inservice teachers. This article provides a framework for developing a culture of inquiry in schools, considers appropriate professional growth activities, and explores problems and dilemmas associated with teacher development in professional practice schools.

67

Mehaffey, G. L. (1992, February). *Issues in the creation and implementation of a professional development school.* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, San Antonio, TX. SP033721

Four major elements were critical in the creation of the Chula Vista Professional Development School (CVPDS), a joint venture of the Chula Vista City Schools and San Diego State University: strong central figures in the university and public schools; powerful ideas, well presented; inclusion of key university and public school figures early in the planning process; and adequate resources. CVPDS is a specially designed facility within a new school, Clear View Elementary, operated to provide for professional development of educators. It has three specific goals: develop and offer

comprehensive, field-based, collaborative preservice teacher preparation; create and manage comprehensive programs for extended development of teaching professionals in the Chula Vista schools; and provide a setting for educational professionals to come together to examine, evaluate, and reflect on teaching and learning. This paper outlines program goals and curriculum content of the preservice and inservice programs as well as the site-based master's program. The program description includes a discussion of systematic reflection and disciplined inquiry in the PDS, a conceptual outline of how technology may be used to address specific program issues, a brief physical description of the PDS, and an outline of specific program plans for 1991-1992.

68

Massachusetts State Legislature, Boston. Special Commission on REACH and School Improvement Councils. (1987). *The Special Commission on the Conditions of Teaching report. Leading the way.* Boston, MA: Author. ED293935

Building on Chapter 188, the Public School Improvement Act (enacted by the Massachusetts legislature in 1985), the Commission on the Conditions of Teaching drafted proposals to improve schools and student performance. To improve teachers' work lives and empower the entire education team, the commission proposes establishment of Carnegie Schools to restructure the teaching environment; foster professional descretion, autonomy, and accountability; provide a variety of approaches to school organization, leadership, and governance; and provide teachers with the support staff needed to be more effective and productive. The commission also proposes creation of a network of professional development schools to develop new models of professional education that are jointly designed and administered by school staff.

69

Meade, E. J., Jr. (1991). Reshaping the clinical phase of teacher preparation. *Phi Delta Kappan, 72*(9), 666-669. EJ425517

Three equal partners should share responsibility for the clinical phase of teacher education: schools and school systems, colleges and universities, and professional organizations of teachers. These partners must develop clinical training criteria to produce effective

teacher preparation programs and improve the schools that serve as clinical training sites.

70

Meyen, E. L. (1988). Schools of education and the evolving nature of partnerships. *Educational Considerations, 15*(3), 13-16. EJ378481

Many professional schools of education have begun to re-examine the merits of school-college partnerships, particularly in light of Holmes Group recommendations for collaboration to establish professional development schools.

71

Murray, F. B. (1993). "All or none" criteria for professional development schools. *Educational Policy, 7*(1), 61-73.

Efforts to plan, implement, and evaluate professional development schools (PDSs) are often hampered by lack of consensus about definitions of a PDS. Eleven defining characteristics of PDSs are outlined, as well as comparisons between PDSs and laboratory and demonstration schools. Also discussed are obstacles to the implementation of PDSs, illustrated by experiences of a 4-year effort by 15 schools in Delaware to develop as PDSs.

72

Navarro, J. J. (1992). *Will teachers say what we want to hear? Dilemmas of teacher voice.* (Research Report 92-5). East Lansing, MI: National Center for Research on Teacher Learning. ED351283

In this study, three perspectives from which to examine the concept of teacher's voice (voice as personal/private development, as representative action, and as collectively critical) are used to analyze the realities and dilemmas of voice in the professional development school (PDS) context. Structured conversations with two collaborative groups (PDS-based school and college faculty) provided data for the study. Findings suggest that active participation by teachers in collaborative work in PDSs requires balanced use of voice from all three perspectives.

73

Neufeld, B., & Boris-Schacter, S. (1991). *Professional development schools in Massachusetts: Maintenance and growth.* Boston, MA: University of Massachusetts at Boston, Massachusetts Field Center for Teaching and Learning. ED342774

Three evolving professional development school (PDS) programs in Massachusetts are the focus of this report. The PDS collaboratives involve the following partners: East Longmeadow High School and University of Massachusetts at Amherst, Devotion School and Wheelock College, and Coolidge Elementary School and Anna Maria College. In addition to describing the programs, the report discusses the following issues: (1) developing and implementing the teacher education content; (2) expanding the number of schools and individuals participating in PDS programs; and (3) developing the organizational and management capacities necessary to sustain the programs.

74

Neufeld, B., & Haavind, S. (1988). *Professional development schools in Massachusetts: Beginning the process.* Boston, MA: University of Massachusetts at Boston, Massachusetts Field Center for Teaching and Learning. SP033513

While none of the six school/college collaborations described in this report represents a fully developed professional development school (PDS), each focuses on components that might be included in a PDS. The six collaborative ventures in teacher education were carried out in Masschusetts during the 1987-88 academic year. Each program sought to improve the nature of school-based experiences for preservice and novice teachers and to improve the skill with which veteran teachers work with them. The programs were also involved in increasing the role of experienced classroom teachers in formal teacher education. Brief descriptions, which highlight program features, demonstrate that collaboration can lead to a variety of well-designed, yet different programs. The report also discusses issues common to each of the programs and of concern to PDSs in general: program design and implementation, the collaborative process, purpose, size, scale, governance, impact, implications for urban schools, and issues related to children and teachers.

75

Nystrand, R. A. (1991). *Professional development schools: Toward a new relationship for schools and universities. Trends and Issues Paper No. 3.* Washington, DC: ERIC Clearinghouse on Teacher Education ED330690

Professional development schools (PDS) offer significant promise for restructuring university-school district relationships around a common agenda of modeling exemplary practice, preparing teachers, and conducting research. This paper traces the development of the PDS concept and discusses issues related to establishing such schools. Topics include PDS goals, characteristics, rationale, and conceptual bases.

76

Parker, F. (1991). *U.S. teacher education reform (Goodlad and Holmes Group 1990 reports): Commentary on four new books.* Unpublished paper, School of Education and Psychology, Western Carolina University, Cullowhee, NC. ED336350

This paper comments upon some of the major issues related to the state of teacher education and the need for its reform that are addressed in four books: *Places Where Teachers Are Taught, The Moral Dimension of Teaching, Teachers for Our Nation's Schools,* and *Tomorrow's Schools: Principles for the Design of Professional Development Schools.* Centers of pedagogy (proposed by Goodlad) and professional development schools (proposed by the Holmes Group) are compared to teaching hospitals for medical student interns and viewed as key components in reforming teacher education.

77

Parker, F. (1992). *U.S. teacher education trends, 1990-92.* Unpublished paper, School of Education and Psychology, Western Carolina University, Cullowhee, NC. ED340711

Among the trends in teacher education that have resulted from pressure on many fronts to upgrade education standards has been the establishment of centers of pedagogy and professional development schools.

78

Pasch, S. H., & Pugach, M.C. (1990). Collaborative planning for urban professional development schools. *Contemporary Education, 61*(3), 135-143. EJ420756

This article describes events that led to establishment of four urban professional development schools (PDS) by University of Wisconsin-Milwaukee and Milwaukee Public Schools. School sites, university-school district interaction, preservice student activities, and schoolwide change projects are described. Results of a survey of site teachers on PDS functions are included.

79

Pasch, S. H., & Pugach, M. C. (1988). A collaborative approach to introducing education. *Teaching Education, 2*(2), 62-67. EJ406254

This article discusses the context, design, goals and objectives, course organization and description, and student responsibilities associated with a preservice course, "Introduction to Teaching," given by the Center for Teacher Education at the University of Wisconsin-Milwaukee. Within professional development school settings, university faculty and public school teachers work together to address conditions of work and improvement of learning in typical city schools.

80

Pines, R. (1991). Applications of Montclair State's teacher education program to John Goodlad's reform agenda. *Inquiry, 8*(2), 15-18. EJ446567

Montclair State College (MSC) and its clinical schools network have been selected as a pilot site working toward implementation of Goodlad's teacher education reform agenda. This article discusses the manner and degree to which the MSC program currently reflects some of the critical thinking-related issues which Goodlad raises.

81

Prince, J., Buckley, M. R., & Gargiulo, R. M.. (1991). Rethinking the laboratory school: Teacher training through a mainstream academic partnership. *National Association of Laboratory Schools Journal, 15*(2), 30-40. EJ422120

Improving schools by improving teacher training may be aided by using a modified laboratory school concept to create clinical settings

for training teachers. This article describes a cooperative training model that is based upon a mainstream academic partnership between public schools, universities, and teacher groups.

82

Resources. (1992). *Teacher Magazine, 3*(8), 45-46. EJ447934

Contact information on several national organizations and projects involved in school reform is provided in this article. Sources are included on professional development schools, cooperative learning, integrated human services, national goals, national standards, teachers as researchers, teacher preparation, school restructuring, and whole language. The article also includes a brief bibliography.

83

Romerdahl, N. S. (1991, April). *Shared leadership in a professional development center.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. ED337420

Four teacher leader coordinators (TLCs) paticipated in this study to determine how teachers share leadership in a professional development school. TLCs were associated with the Puget Sound Professional Development Center, established in 1989 as a partnership between University of Washington and four middle schools.

84

Rosean, C. L., & Cantlon, D. J. (1991). *Coherence in literature-based thematic units. Elementary Subjects Center series no. 53.* East Lansing, MI: Michigan State University, Institute for Research on Teaching, Center for the Learning and Teaching of Elementary Subjects. ED340042

Researchers associated with the Elliot Elementary Professional Development School in Holt, Michigan conducted a study to analyze and compare two elementary literature-based thematic curriculum units. The focus of the study was the extent to which the two units would be likely to promote understanding and appreciation of literature and the extent to which writing was used to enhance understanding and appreciation.

85

Rosean, C.L., & Hoekwater, E. (1990). Collaboration: Empowering educators to take charge. *Contemporary Education, 61*(3), 144-151. EJ420757

Three aspects of the formation and initial development of a professional development school (PDS) are discussd: developing interpersonal and working relationships, developing a common vocabulary and knowledge base, and engaging in genuine problem solving. The PDS described is a partnership between Michigan State University and Elliott Elementary School.

86

Ruscoe, G. C., & Whitford, B. L. (1991, April). *Quantitative and qualitative perspectives on teacher attitudes: The third year.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. ED336351

A 1990-91 survey of teachers in the 24 professional development schools (PDSs) in the Jefferson County (KY) Public Schools sought to document teachers' attitudes concerning school restructuring, school climate, self-efficacy, and empowerment. The research also explores school effects and multiplier effects. Results suggest that the teachers generally have positive feelings about their experiences in the restructuring effort, school atmosphere influences teacher attitudes, and simultaneous involvement in more than one restructuring activity affects teacher attitudes positively. In general, teachers attributed their positive attitudes to a supportive administrative style; a change-oriented, collegial faculty; and a student-centered orientation.

87

Ruscoe, G. C., Whitford, B. L., Egginton, W., & Esselman, M. (1989, March). *Quantitative and qualitative perspectives on teacher attitudes in professional development schools.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. ED310068

This paper examines teacher attitudes relating to two central issues in the establishment and functioning of professional development schools in Jefferson County, Kentucky: teacher effectivess and teacher empowerment. Collaborative research was used to gain a more complete picture of the day-to-day life in professional development schools.

88

Rushcamp S., & Roehler, L. R. (1992). Characteristics supporting change in a professional development school. *Journal of Teacher Education, 43*(1), 19-27. EJ446599

Naturalistic research methods were used to identify the characteristics that supported changes in professional development initiatives, restructuring, and teaching and learning in Crestview School, a multicultural, multilingual, elementary professional development school.

89

Sandholtz, J. H., & Merseth, K. (1992). Collaborating teachers in a professional development school: Inducements and contributions. *Journal of Teacher Education, 43*(4), 308-317. SP521858

Using inducements-contribution theory, this study examines 12 high school teachers' experiences in a collaborative teacher education program at the University of California (Riverside) and identifies and analyzes the balance between demands and rewards for teachers. The partnership—the Comprehensive Teacher Education Institute—has as its goal establishment of a professional development school.

90

Sagmiller, K., & Gehrke, N. (1992, April). *An historical-ethnographic study of an emerging professional development school.* Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. ED347142

This report describes some aspects of the development of Amherst Middle School (WA) as a professional development school (PDS); discusses some of the misconceptions, tensions, resistance, and resentments related to the PDS project among Amherst staff and among other district schools; traces the devlopment of related restructuring activities at Amherst, 1984-1991; and suggests some lessons to be learned from this study of PDS implementation.

91

Schlecty, P. C., Ingwerson, D. W., & Brooks, T. I. (1988). Inventing professional development schools. *Educational Leadership, 46*(3), 28-31. EJ385342

This article discusses the long-term plans of the Jefferson County (KY) Public Schools for "inventing" schools that will offer

excellent student programs, induct new faculty, and demonstrate exemplary practice.

92

Seidman, I. E., Schneider, H., & Cannone, P. J. (1991). *East Longmeadow/University of Massachusetts at Amherst professional development school: A collaborative effort*. Unpublished paper, School of Education, University of Massachusetts, Amherst, MA. ED338572

This program description provides an overview of the professional development school (PDS) project, which was established in 1985 as a clinical site by the East Longmeadow (MA) School District and the University of Massachusetts at Amherst. Topics include: the need for clinical sites; recruitment and selection of teacher education students; the annual planning and development seminar for university faculty and cooperating clinical instructors; the end of the semester retreat for student teachers, cooperating clinical instructors, and university faculty; program development, implementation, and expansion; research, evaluation, and dissemination; and intended outcomes.

93

Seidman, I. E., Schneider, H., & Cannone, P. J. (1991). *East Longmeadow/University of Massachusetts professional development school project*. Unpublished paper, School of Education, University of Massachusetts, Amherst, MA. ED341643

The East Longmeadow/University of Massachusetts (Amherst) professional development school project is a school district/university collaborative for teacher preparation. It has established a clinical site for high school/middle school teacher preparation. Components of the program include: student teacher cohorts, mentor teachers, on-site instruction for preservice and inservice teachers, exchange of faculty resources, professional development projects, and dissemination of knowledge gained from project activities.

94

Sharpe, T. (1992). Teacher preparation—A professional development school approach. *Journal of Physical Education, Recreation and Dance, 63*(5), 82-87. EJ449382

University of Nebraska (Lincoln) collaborated with local schools to implement a clinically-based professional development model.

In the model, practitioners and researchers work together to provide meaningful practicum experiences for preservice physical education teachers. A survey of preservice teachers, university faculty, and practitioners indicates a generally positive reaction to the model.

95

Sid W. Richardson Foundation. (1993). *The professional development school. A commonsense approach to improving education.* Fort Worth, TX: Author. Available from the Sid W. Richardson, 309 Main Street, Fort Worth, TX 76102-4088. SP034403

This report summarizes the results of deliberations by the Sid W. Richardson Foundation Forum, which sought to articulate important principles that should be considered in implementing and field testing the professional development school (PDS) concept. The Forum grew out of interest on the part of a task force composed of representatives of business, state, higher education, and public school sectors in Texas. Establishing professional development schools is seen as a promising strategy for transforming both teacher education programs and schools. In this report, the PDS borrows from the medical education model, which features teaching hospitals and has as its primary goal the intellectual engagement and development of all members of the PDS community: students, teachers, administrators, professors, and future educators.

96

Smith, C. (1991). Laboratory schools/professional development schools: Are they, can they be one and the same? *National Association of Laboratory Schools Journal, 16*(1), 8-17. EJ443819

The design principles for professional development schools articulated by the Holmes Group are not currently reflected in laboratory schools. However, if they are to play a major role in the future preparation of teachers, laboratory schools can and should make the transition to professional development schools.

97

Stallings, J. A. (1991, April). *Connecting preservice teacher education and inservice professional development: A professional development school.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. ED339682

The primary goals of the professional development school

component of the Learning to Teach Diverse Populations project in Houston, Texas, are to develop teachers who: choose to teach in inner-city schools, are effective teachers in these schools, are self-analytical, and share decision making and responsibility for carrying out the goals of the program. In addition to describing the PDS design and implementation, this paper presents results from ex-perimental, evaluative studies of student teachers (N=44) and supervising classroom teachers (N=32). One objective of the research was to examine how classroom teachers and student teachers change their behavior during a semester at the PDS.

98

Stallings, J. A., Bossung, J., & Martin, A. (1990). Houston Teaching Academy: Partnership in developing teachers. *Teaching and Teacher Education, 6*(4), 355-365. EJ419313

This article discusses the rationale for establishing the Houston Teaching Academy, a professional development school for preparing teachers to teach in multicultural, inner-city schools. Program implementation is described, and results of formative and summative evaluations are presented.

99

Stallings, J. A., & Kowalski, T. (1990). Research on professional development schools. In W. R. Houston, M. Haberman, & J. Sikula (Eds.), *Handbook of research on teacher education* (pp. 251-263). New York: Macmillan. ED318735

This chapter discusses some of the predecessors of the current professional development school (PDS) concept, particularly laboratory schools and portal schools. Conceptualizations generated by reform efforts in the 1980s (i.e., clinical schools, professional practice schools, induction schools, and PDSs) are also reviewed. Specific PDS programs operating in the 1980s are briefly described, and preliminary results from evaluative studies of the preservice program at the Houston Teaching Academy are related. The authors also discuss the scope of research on existing and previous PDS models and conclude with an outline of PDS-related research needs.

100

Stevenson, R. B. (1993). Critically reflective inquiry and administrator preparation: Problems and possibilities. *Educational Policy, 7*(1), 96-113.

Three orientations to the education of school administrators are analyzed: the craft orientation, the traditional scientific or theory approach, and the reflective inquiry approach. The author suggests that, of the three approaches, the reflective inquiry orientation is the most compatible with the notions of professional practice that characterize professional development schools. The problem-based approach to reflective inquiry is explored, and its application to real problems of practice are examined in six case studies analyzed by the author.

101

Stoddart, T. (1993). The professional development school: Building bridges between cultures. *Educational Policy, 7*(1), 5-23.

In this article, the author discusses elements of the dissonance and incompatibility that emerge when university, school, and graduate education department cultures meet in efforts to establish and operate professional development schools (PDS). Approaches to collaboration (top-down, bottom-up, and role-differentiated) are described, and efforts of a Utah PDS project to bridge the gaps between the cultures are discussed.

102

Teitel, L. (1993). The state role in jump-starting school/university collaboration: A case study. *Educational Policy, 7*(1), 74-95.

A qualitative research methodology is used to examine the role of a state department of education in promoting professional development school partnerships between several middle schools and teacher preparation institutions. Following a brief chronology and summary of events, the author explores the options available to a state department of education, relating the options to data from the case study. Different perspective from the literature on interorganizational relations are used to discuss assessment of the relative success of the state's efforts to promote PDS partnerships.

103

Teitel, L. (1992). The impact of professional development school partnerships on the preparation of teachers. *Teaching Education, 4*(2), 77-85. EJ450882

Data from a descriptive study of the impact of professional development school (PDS) involvement on teacher preparation at three Massachusetts colleges is related to three themes: uniqueness of PDS-related techniques, approaches, and philosophy; mechanism and spread of these techniques, approaches, and philosophy; and signs of institutionalization of PDS relationships.

104

Teitel, L. (1991, February). *Getting started: Issues in initiating new models for school and university collaborations.* Paper presented at the Fifteenth Annual Eastern Educational Research Association Conference, Boston, MA. SP034455

Three sets of issues are the focus of this study, which examines the issues that emerged in the first 6 months of a collaborative program, initiated by a state department of education, for simultaneously developing or improving middle school teacher preparation programs and restructuring middle schools. The categories of issues are: (1) partnership issues, including tensions that arise when organizations attempt to work collaboratively with one another; (2) internal issues, including tensions that arise internally over priorities and other organizational dynamics; and (3) issues related to the state department of education, including tensions associated with the state's role in facilitating and organizing the project. The literature of interorganizational collaboration provides a framework for exploring the processes that middle school and higher education educators engaged in as they attempted to work collaboratively.

105

Theobald, N. D. (1990). *The financing and governing of professional development or partner schools. Occasional paper no. 10.* Seattle, WA: University of Washington, College of Education, Institute for the Study of Educational Policy. ED338569

Partner schools or professional development schools, because of their mission and structure, necessarily wed public school districts, colleges of education, teacher organizations, and state

governments into an economic union that involves a significant reallocation of resources within and among the four sets of institutions. This paper discusses the requisite financial and organizational components of partner or professional development schools and identifies structures and processes that will allow these schools to participate in the simultaneous renewal of schools and teacher education. In addition, it presents a compensation scheme that involves developing organizational structures that seek to encourage increased output while diminishing threats to any institutional partcipants in the partner school model.

106

Theobald, N. D. (1991). Staffing, financing, and governing professional development schools. *Educational Evaluation and Policy Analysis, 13*(1), 87-101. EJ426490

In this report, the author explores financial and organizational problems associated with developing professional development schools and identifies structures and processes that enable these schools to contribute to the simultaneous reconstruction of schools and teacher education programs.

107

U. S. Congress. (1989). Senate. Committee on Labor and Human Resources. *A bill to provide financial assistance for teacher recruitment and training, and for other purposes.* (S. 1675). ED323205

Title II of this bill outlines the "Professional Development Academy Establishment Act of 1989" which authorizes allocation of funds to states to set up professional development academies (PDAs). In general, PDAs are intended to serve as forums for coordination and provision of various activities to meet the needs of school districts in the areas of teacher recruitment, development, and inservice education. These PDAs are to be operated as partnerships that provide services such as clinical school-based training to improve teacher preparation for new and experienced teachers.

108

Wambach, C., Gallagher, P., & Gardner-Berk, G. (1992). *The Clinical Schools Project.* Unpublished manuscript, School of Education, San Francisco State University, San Francisco, CA. SP034336

This description of the Clinical Schools Project (a partnership that includes San Francisco State University, San Francisco Unified School District, and the United Educators of San Francisco) contains a project description, three papers, and a proposal for esatblishing the project. The project description outlines the project, defines a clinical school, identifies the public schools that participate in the project, lists program personnel, outlines roles, and provides copies of training agendas. The three papers are: "Everyone on Center Stage: Efforts Toward Effective Collaboration in the Clinical Schools Project San Francisco State University," "A Clinical School Evolves," and "Interorganizational Relationships: The Clinical Schools Project." The proposal includes an outline of the experimental three-semester graduate teacher education program built around a core of six clinical schools. The Clinical Schools Project is one of five sites in the AT&T Teachers for Tomorrow program.

109

Warring, D., Osnes, T., Stetzler, J., Simms, R., French, M., & Salesses, W. (1991, February). *Implementing the vision: The shared experience in Minnesota.* Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, GA. ED330673

Collaboration of state licensing agencies and university/college and school personnel is essential to pursue creative options to meet student needs. This collaboration requires a close examination of the roles each of the three groups plays in teacher preparation at the preservice and inservice levels. This paper describes the development of some nontraditional models and collaborative efforts in Minnesota based on Minnesota's Vision Document, including the Saturn School of Tomorrow, and discusses some of the preliminary lessons learned from the process.

110

Waters, L. B. (1993). *Lessons learned in the creation of an urban professional development school.* Unpublished paper, School of Education, California State University, Hayward, CA. SP034379

This paper details the structure and process of preservice teacher training and new teacher induction at Melrose Elementary School in Oakland, California, an urban professional development school associated with the California State University at Hayward. The program focuses on preparing teachers for teaching in a multiethnic, multilingual, inner-city environment. Although significant successes have been achieved, several problems have emerged related to the process of school restructuring and curricular change, the limits of the partnership's ability to have an impact on the university, and problems associated with teacher interns merging with the school faculty.

111

Winitzky, N., Stoddart, T., & O'Keef, P. (1991). *Great expectations: Emergent professional development schools.* Unpublished paper, School of Education, University of Utah, Salt Lake City, UT. ED338576

This report describes how the University of Utah and the Salt Lake City school district have jointly established professional development schools. The authors present data on the effectiveness of the PDS program in educating novice teachers and discuss several dilemmas confronted in the evolving PDS partnership. Dilemmas include: democracy versus coherence, collaboration versus academic freedom, didactic versus conceptual views on teaching and learning, replicative versus reflective orientations, program continuity versus equity in faculty loads, and basic versus applied research.

112

Winitzky, N., Stoddart, T., & O'Keef, P. (1992). Great expectations: Emergent professional development schools. *Journal of Teacher Education, 43*(1), 3-18. EJ446598

In creating a professional development school that reflects Holmes Group principles and avoids problems which plagued past school-university partnerships, the University of Utah/Salt Lake City School District partnership encountered obstacles to collaboration. The obstacles included conflicts over: didactic versus

constructivist views of teaching and learning, replicative versus reflective orientations, basic versus applied research.

113

Wisniewski, R. (1992). On collaboration. *Teacher Education and Practice, 7*(2), 13-16. EJ446573

When schools and college faculty are jointly responsible for new teacher induction, issues of control and status that may jeopardize collaboration can be more easily resolved. Well designed internships last at least 1-year and feature interns clustered as a group and assigned to a school rather than to one teacher.

114

Woloszyk, C. A. (1992). *A study of school climate in a secondary professional development school*. Unpublished paper, Department of Consumer Resources and Technology, Western Michigan University, Kalamazoo, MI. ED346026

During the 1990-91 school year, a study was completed on the school climate of Holt High School, an urban fringe high school near Lansing, Michigan, that was designated a professional development school (PDS) in 1989. The major purposes of the study were to: (1) determine if changes in attitudes and beliefs had occurred over time among Holt staff; (2) ascertain whether the principles and values inherent in the design of PDSs have been accepted into the culture at Holt; and (3) identify reasons for any observed changes in beliefs over time and in the culture of the school. Subjects were 42 teachers who completed questionnaires and participated in interviews. Results indicated positive changes in school climate and statistically significant changes in school faculty beliefs and attitudes since the PDS implementation.

115

Woloszyk, C., & Davis, S. (1992). *Professional development school handbook*. Kalamazoo, MI: Western Michigan University. ED352319.

This comprehensive handbook documents efforts to promote the professional development school (PDS) concept at Western Michigan University (WMU) and examines how establishing a PDS facilitated the university's teacher education restructuring process and its collaboration with a local school district. It outlines steps

in planning to be taken by administrators and faculty and explores the four stages of PDS development (exploration, orientation, implementation, and operation). Also in the handbook is information on: finances, evaluation, PDSs in Michigan, bibliographies, the Michigan Partnership for New Education, workplan for WMU, and partnership school criteria. Six concept papers are included: "Administrative Structures to Implement PDSs," "Awareness and Orientation Plan for Shared Understandings," "Criteria for Involvement in PDSs," "Evaluation of the PDS Effort," "Nature of School and University Partnerships," and "Promotional Plan for the PDSs Among the University and General School Community."

116

Yinger, R.J., & Hendricks, M.S. (1990). An overview of reform in Holmes Group institutions. *Journal of Teacher Education, 41*(2), 21-26. EJ409632

Results are reported from an analysis of institutional reform efforts of 50 teacher education institutions. Six types of reform are discussed: new connections with arts and sciences faculty, teacher and school collaborations, professional development schools, internships, professional studies, and new organizational partnerships.

117

Zeicher, K. (1992). Rethinking the practicum in the professional development school partnership. *Journal of Teacher Education, 43*(4), 296-307. SP521857

The professional development school movement may reflect a paradigm shift in clinical teacher education. By altering power and role relationships in preservice practicums, PDSs provide a way of overcoming in practicums conceptual and structural obstacles to student teacher learning. The conceptual barriers arise from neglect of: teachers' practical theories, values, social conditions in schools, and reflection as a social practice. Among the structural barriers are: placements in individual classrooms, supervisory relations, and lack of placements in multicultural settings.

118

Zeicher, K. (1990). Changing directions in the practicum: Looking ahead to the 1990s. *Journal of Education for Teaching, 16*(2), 105-132. EJ415868

Recent curricular reforms associated with teacher education practicums in the United States, United Kingdom, Canada, and Australia are identified. Two different conceptions of teaching practice are discussed: teaching as an applied science and teaching as reflective practice. Also discussed is the structural and political context of the practicum.

119

Zimpher, N. (1990). Creating professional development school sites. *Theory into Practice, 29*(1), 42-49. EJ419242

This article discusses challenges associated with the creation of professional development school (PDS) sites according to goals set by the Holmes Group and examines assumptions for guiding site development and goals for PDSs.

Appendix 1: Resources by Publication Type & Subject Matter

Resource No.	Bibliography	Directory	Essay/ Opinion	Handbook	History	Inservice	Preservice	Project Description	Research Report
1		◆						◆	◆
2	◆								
3			◆						
4			◆						
5			◆						
6						◆	◆		
7							◆	◆	◆
8						◆	◆		◆
9								◆	◆
10			◆				◆		
11						◆	◆		◆
12				◆					
13			◆				◆	◆	◆
14			◆			◆	◆		
15							◆	◆	
16			◆					◆	
17			◆						
18								◆	
19		◆							
20			◆					◆	
21			◆				◆	◆	◆
22							◆		

Resources by Publication Type & Subject Matter

Resource No.	Bibliography	Directory	Essay/ Opinion	Handbook	History	Inservice	Preservice	Project Description	Research Report
23			◆						
24				◆		◆	◆	◆	
25			◆				◆		
26								◆	
27				◆		◆			
28				◆				◆	
29							◆	◆	
30									◆
31								◆	
32								◆	
33							◆		◆
34			◆				◆		
35			◆				◆		
36							◆		◆
37			◆						
38							◆		
39								◆	
40		◆						◆	
41			◆						
42			◆						
43			◆			◆	◆		
44						◆	◆		◆

Resources by Publication Type & Subject Matter

Resource No.	Bibliography	Directory	Essay/ Opinion	Handbook	History	Inservice	Preservice	Project Description	Research Report
45	◆								
46						◆		◆	◆
47			◆						
48			◆						
49								◆	
50						◆	◆	◆	
51								◆	
52			◆		◆				
53								◆	
54									◆
55			◆						
56							◆	◆	
57			◆		◆	◆	◆		
58			◆						
59								◆	
60			◆						
61								◆	◆
62								◆	
63			◆			◆	◆		
64			◆			◆	◆		
65			◆			◆	◆		
66						◆			

Resources by Publication Type & Subject Matter

Resource No.	Bibliography	Directory	Essay/ Opinion	Handbook	History	Inservice	Preservice	Project Description	Research Report
67								◆	
68								◆	
69			◆						
70			◆						
71			◆					◆	
72									◆
73								◆	
74						◆	◆	◆	
75			◆						
76			◆						
77			◆				◆		
78				◆			◆	◆	◆
79							◆		
80							◆	◆	
81			◆						
82	◆	◆							
83								◆	◆
84									◆
85								◆	
86								◆	◆
87								◆	◆
88									◆

Resources by Publication Type & Subject Matter

Resource No.	Bibliography	Directory	Essay/ Opinion	Handbook	History	Inservice	Preservice	Project Description	Research Report
89									◆
90									◆
91								◆	
92								◆	
93							◆	◆	
94							◆	◆	◆
95			◆				◆		
96			◆						
97						◆	◆		◆
98							◆	◆	
99					◆	◆	◆		◆
100			◆						
101			◆					◆	
102									◆
103							◆		◆
104							◆		◆
105			◆						
106									◆
107						◆	◆		
108							◆	◆	
109								◆	
110							◆	◆	

Resources by Publication Type & Subject Matter

Resource No.	Bibliography	Directory	Essay/ Opinion	Handbook	History	Inservice	Preservice	Project Description	Research Report
111							◆	◆	◆
112								◆	
113			◆				◆		
114									◆
115				◆				◆	
116									◆
117			◆				◆		
118			◆				◆		
119			◆					◆	

Appendix 2: Newsletters

Changing Minds
Educational Extension Service/Michigan Partnership for New Education
513 Erickson Hall
Michigan State University
East Lansing, MI 48814
(517) 336-1366

CPDT Network News
Texas Centers for Professional Development and Technology
CPDT Network
School of Education (EDB 3048)
Southwest Texas State University
601 University Drive
San Marcos, TX 78666
(512) 396-6878

Doubts & Certainties
NEA National Center for Innovation
1201 Sixteenth Street, NW
Washington, DC 20036-3290
(202) 822-7783

Forum
The Holmes Group
501 Erickson Hall
East Lansing, MI 48824-1034
(517) 353-3874

Perspectives
Colorado Partnership for Educational Renewal
574 W. Sixth Avenue
Denver, CO 80204
(303) 534-1357

Professional Development School Network Newsletter*
National Center for Restructuring Education, Schools, and Teaching (NCREST)
Box 110
Teachers College
Columbia University
New York, NY 10027
(212) 678-3763
* The first issue of this newsletter was in press at the time of publication.

Radius
Center for Restructuring
Educational Issues Department
American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001
(202) 393-5687

Teaching Voices
Massachusetts Field Center for Teaching and Learning
University of Massachusetts, Boston
100 Morrissey Boulevard
Boston, MA 02125
(617) 287-7660

Appendix 2: Other Resources

Teach'em
160 E. Illinois Street
Chicago, IL 60611
(312) 467-0424
(800) 225-3775

Teach'em has recorded and produced several audio cassette tape recordings of PDS-related sessions at recent American Association of Colleges for Teacher Education annual meetings. Each cassette is $10, plus $1 shipping and handling per tape. Available titles include:

1993
#TE 313 - *Learning at Many Levels: Teacher Preparation at a Professional Development School* (Sandholtz)

#TE 323 - Fifth General Session, Kappa Delta Pi Lecture: *Perspectives on Professional Development Schools: Building Knowledge and Building Community* (Lieberman)

#TE 324 - *Professional Development Schools: Glimpses of Practice* (Mehaffey, Book, Gehrke, Whitford)

1992
#TE 229 - *Best Practice: Professional Development Schools* (Dantonio, Paradise, Eason, Wimpleberg, Sanders, Cook)

#TE 257 - *Student and Faculty Development: Professional Development Schools* (Ellis, Hange, Woloszyk)

1991
#TE 127 - *Renewing Teacher Education: Postulates and Paradigms* (Goodlad, Lanier)

#TE 141 - *The Professional Development Schools Concept in Milwaukee* (Pasch, St. Charles, Reeves)

Appendix 3: Organizations

Center for Educational Renewal
College of Education
University of Washington
Miller Hall DQ-12
Seattle, WA 98195
(206) 543-6230

Center for Restructuring
Educational Issues Department
American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001
(202) 393-5687

Clinical Schools Clearinghouse
American Association of Colleges for Teacher Education
ERIC Clearinghouse on Teacher Education
One Dupont Circle, NW Suite 610
Washington, DC 20036
(202) 293-2450

The Holmes Group
501 Erickson Hall
East Lansing, MI 48824-1034
(517) 353-3874

Massachusetts Field Center for Teaching and Learning
University of Massachusetts, Boston
100 Morrissey Boulevard
Boston, MA 02125
(617) 287-7660

Michigan Partnership for New Education
513 Erickson Hall
East Lansing, MI 48824-1034
(517) 336-2195

National Center for Innovation
National Education Association
1201 Sixteenth Street, NW
Washington, DC 20036-3290
(202) 822-7783

Professional Development School Network
National Center for Restructuring Education, Schools, and Teaching (NCREST)
Box 110
Teachers College
Columbia University
New York, NY 10027
(212) 678-3763

Appendix 4: Clinical Schools Clearinghouse

Purpose of the Clearinghouse:

- To be a source of information on clinical schools, professional development schools, and professional practice schools.
- To acquire, abstract, and process literature on clinical schools for the ERIC database.
- To produce bibliographies, periodic papers, digests, and other material on issues related to clinical schools.

Publications Now Available:

- *Resources on Professional Development Schools: An Annotated Bibliography* (1993) $14.50 prepaid (includes shipping & handling)
- *Professional Development Schools: A Directory of Projects in the United States* (1992) $17 prepaid (includes shipping & handling) (AACTE members); $20 prepaid (includes shipping & handling) (nonmembers)
- *Voices of Change: A Report of the Clinical Schools Project*, C. Raymond Anderson, Ed. (1992) $17 prepaid (includes shipping & handling)
- *Collaboration Within the Context of Professional Development Schools*, Mini-Bibliography No. 2 (1991) Free
- *Professionalizing Teaching: Is There a Role for Professional Development Schools?* ERIC Digest 91-3 (1992) Free
- *Teacher Education and Professional Development Schools*, Mini-Bibliography No. 4 (1992) Free
- *Professional Development School Projects*, Mini-Bibliography No. 1 (1991) Free
- *Professional Development Schools and Educational Reform: Concepts and Concerns*, ERIC Digest 91-2 (1991) Free
- *Professional Development Schools: Principles and Concepts*, Mini-Bibliography No. 3 (1991) Free
- *Professional Development Schools: Toward a New Relationship for Schools and Universities*, Trends and Issues Paper No. 3, Raphael O. Nystrand (1991) $14.50 prepaid (includes shipping & handling)
- *The Nature of Professional Development Schools*, ERIC Digest 89-4 (1989) Free

Forthcoming Publications:

- *Professional Development Schools: Historical Perspectives* (Mini-Bibliography No. 5)
- *Professional Development Schools: A Directory of Projects in the United States, Volume II*

To submit materials, order publications, or obtain more information, contact:

Ismat Abdal-Haqq, Coordinator
Clinical Schools Clearinghouse
ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036
(202) 293-2450

The Clinical Schools Clearinghouse is a joint project of the AACTE/Ford Foundation Clinical Schools Project and the ERIC Clearinghouse on Teacher Education.

June 1993

Appendix 5: Call for Literature

The Clinical Schools Clearinghouse (CSC) is actively seeking literature on topics related to clinical schools, professional development schools, or professional practice schools. The clearinghouse seeks to facilitate dissemination of this material via the ERIC database and the CSC collection. CSC welcomes:

Research Reports
Course Descriptions
Project Descriptions
Curriculum Guides
Conference Papers
Practice-Oriented Materials
Literature Reviews
State Laws and Regulations
Journal Articles
Institutional Agreements Establishing Collaboratives
Other Related Information

To submit materials or obtain more information, contact:

Ismat Abdal-Haqq, Coordinator
Clinical Schools Clearinghouse
ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036
(202) 293-2450

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title	
Author(s)	
Corporate Source	Publication Date

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

☐ ← **Sample sticker to be affixed to document**

Check here

Permitting microfiche (4" x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

Sample sticker to be affixed to document →

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

☐

or here

Permitting reproduction in other than paper copy

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature:	Position:
Printed Name:	Organization:
Address:	Telephone Number: ( )
	Date:

OVER

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor:	
Address:	
Price Per Copy:	Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address.

Name and address of current copyright/reproduction rights holder:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Teaching & Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036
(202) 293-2450

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

(Rev. 9/91)